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ABSTRACT

The components and objectives of North Central Technical College's Planning, Management, and Evaluation System (PME) are presented as a model upon which college administrators can relate institutional goals with societal needs. The report first describes the two-year planning process through which ad hoc committees made up of students, faculty, and staff examined area educational needs and established institutional goal statements in the areas of mission attainment, articulation, qualitative instructional and administrative improvement, new program development, professional development for faculty and staff, public relations, and alternative funding sources. This is followed by an examination of the relationship between these goal statements and the development of department-level objectives for curriculum content, teaching strategies, minimum competency standards, advising and counseling, and program advisory committees. The evaluation phase of the PME system is then described, by which persons having primary responsibility for institutional and departmental goals are asked to rate the extent to which the goals have been achieved after a certain amount to time. The report concludes with a discussion of further research needed in the areas of institutional mission and evaluation. Evaluation formats used in the PME system for selected administrative and instructional departments are appended. (JP)

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A MODEL FOR EVALUATING THE EXTENT TO WHICH AN INSTITUTION REACHES STATED GOALS AND OBJECTIVES

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ABSTRACT

The future of any institution, particularly postsecondary education, rests on the degree to which it meets the needs of the society in which it exists. To do this, institutions need a way (1) to diagnose the needs of society of which they are a part, (2) to translate selected needs of society into institutional goals and objectives, and (3) to evaluate the extent to which an institution reaches stated goals and objectives. An institutional planning process is described along with a model for evaluating the extent to which the college is making progress on stated goals and objectives.

OBJECTIVES OF THE PAPER

1. To present a theoretical framework of the relationship of postsecondary education to society and the need to have a method to evaluate how an institution functions.

2. To review the Planning, Management, and Evaluation (PME) system at North Central Technical College.

3. To discuss the method of evaluation used in the NCTC-PME system, selected data sources and selected results.

4. To present perspectives about the educational and scientific importance of the study.

THEORETICAL FRAMEWORK

Institutions of postsecondary education are "of society." That is to say, they are created to fill a role that society has deemed necessary as it relates to its well being. Viewed in this light, postsecondary education takes its place alongside elementary and secondary education, human services, housing, transportation, and government as it attempts to impact on the quality of life. The outcomes of these interactive relationships, which occur in a dynamic as opposed to a static context, can be described in terms of the output of the independent variable (postsecondary education) and/or the impact on the dependent variable (society/quality of life). A model to evaluate institutional processes is needed as a first step of this design. A multi-year design is needed to begin to mesh output and impact.

THE COMPREHENSIVE INSTITUTIONAL PLANNING PROCESS

> "Would you tell me, please, which way I ought to go from here?" asked Alice in Wonderland. "That depends on where you want to get to," replied Chesire Cat. "I don't much care where..", said Alice. "Then it doesn't matter which way you go," said the cat. "... so long as I get somewhere," Alice added with an explanation. "Oh, you're sure to do that," said the cat, "if you only walk long enough."

* * * * * * * * * * * * * * * *

In Fall 1977, North Central Technical College made a commitment to comprehensive institutional planning. This commitment was recommended as a result of discussions at a President's Cabinet Workshop on November 7, discussions at a Faculty Study Day on December 6, and discussions with the Board of Trustees on December 21, 1977. Ad Hoc Committees were established on (1) Program Flexibility, (2) Student Retention, (3) Student Advising System, (4) Instructional Development, and (5) Load and Reward Structure. (Appendex A is a list of functions of these committees). Each person brought to the committee vague images of the future as it relates to each topical area. The committees progressed through steps of (1) problem identification, (2) data gathering, (3) data analysis, (4) drawing conclusions, and (5) making recommendations. Committees were comprised of one representative each from Business, Engineering, Health, and Public Service Technologies and two representatives from student services staff; the Vice Presidents for Academic Affairs and Student Services served ex officio.

In Spring 1978, each department within the College stated goals and objectives and related non-personnel dollars to them. Throughout the Fall of 1978, persons at the college community specified planning assumptions under ten aggregate categories: (1) societal context, (2) external agencies, (3) institutional leadership/management, (4) existing and potential programs, (5) potential clientele and enrollment (6) student services, (7) staffing and professional development,

(8) physical plant, (9) equipment, and (10) fiscal resources. From discussions about assumptions arose a set of institutional goals and objectives. The College ultimately recommended seven aggregate categories of goals: (1) mission attainment; (2) functional relationship - articulation with secondary and higher education, business and industry, other agencies; (3) qualitative improvements in academic programs, student services, and institutional management; (4) programs in relation to educational needs based on market analysis and penetration of potential markets; (5) professional development of college personnel; (6) communications with the College's publics, and (7) pursuit of alternative funding sources.

The packet of planning assumptions and goals and objectives became the agenda of an all-day workshop by the Board of Trustees and the President's Cabinet on January 24, 1979. The packet and minutes of that workshop were distributed to all faculty and staff in January 1979. Meetings were held for faculty in each technology in early February. The packet of planning assumptions and institutional goals and objectives were reviewed by program advisory committee chairpersons on March 5, 1979, and program advisory committees in health technologies on April 26, in engineering technologies on May 10, in public service technologies on May 17, and in business technologies on May 22. Again, dollars were assigned to goals and objectives.

On October 9, 1979, a joint meeting of the President's Cabinet, Academic Council, and Student Services Council was dedicated to a review of institutional goals and objectives and a discussion of strategies for achieving goals and objectives over a multi-year time-frame. This discussion on strategies was continued on November 9; the group was expanded to include curriculum coordinators. Paralleling this activity, a series of meetings was held between November 2 and December 3 with each technology during which the planning process was reviewed and faculty in each technology were asked to (1) specify assumptions for the technology, (2) review and revise departmental goals and objectives, and (3) display objectives on a flow-chart.

At the institutional level, the result of these deliberations has yielded a concise goal statement for each of the seven goals, a discussion statement to add clarity to the goal, a set of objectives for each goal statement, and strategy in the form of specific activities and events. The process of specifying assumptions is to diagnosis as the derivation of goals is to development. That is to say, the specification of assumptions yields a mind set about the discrepancy between "what is" and "what could be." The derivation of organizational, institutional and departmental goals, and individual goals and objectives is the creative heart of the process to narrow the gap between the two positions.

To assist in the goal setting process at the departmental level the following categories were specified: (1) curriculum content, (2) teaching strategies and techniques, (3) evaluating student competencies, (4) setting minimum competency standards, (5) interdisciplinary considerations such as data processing and electronics, (6) advising and counseling students, (7) institutional committees, and (8) program advisory committees. There is an interrelationship between and among categories. For example, setting of minimum competency standards for obtaining academic credit for experiences acquired outside the NCTC context has implications for FUNCTIONAL RELATIONSHIPS (Goal Category 2) with secondary school systems, business and industry, and articulation agreements with postsecondary education. Selection of alternative teaching strategies and techniques, such as computer assisted instruction, has implications for INTERDISCIPLINARY CONSIDERATIONS AND PERSONNEL DEVELOPMENT (Goal Category 5). Appendix B is the list of institutional goals and objectives.

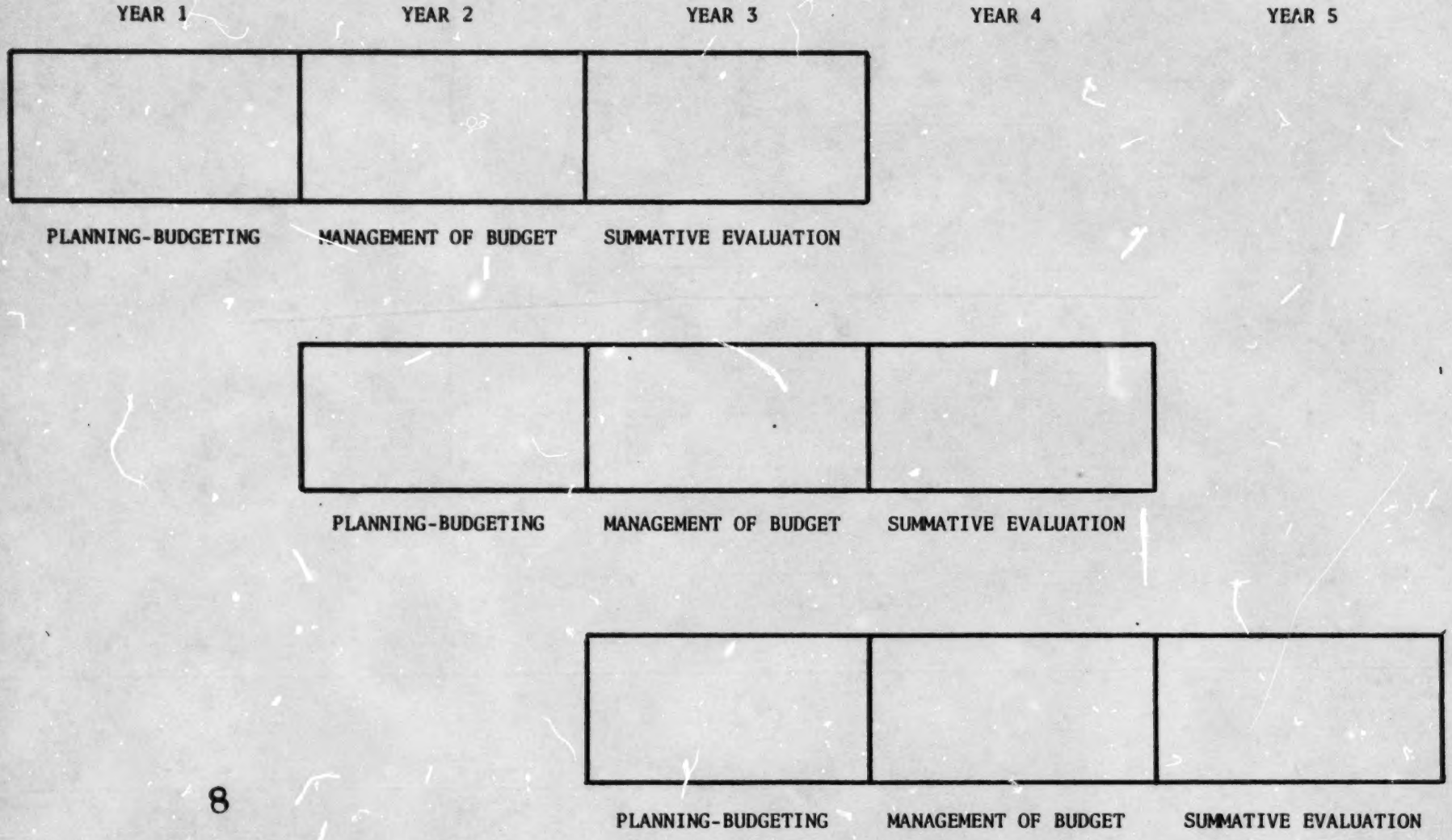
METHOD OF EVALUATION

In the Planning, Management, and Evaluation (PME) system, that which is planned for during one fiscal year will be managed (implemented and coordinated) during the next fiscal year. Evaluation will occur both during the years the processes of planning and managing take place as well as during the following year. If an institution improves its planning-budgeting process in Year 1, a formative evaluation occurs during that same year followed by a summative evaluation sometime later. During Year 2, an institution can improve its managing-budgeting process. A formative evaluation of the managing-budgeting process will be made during that same year. A summative evaluation can be made sometime later and is the subject of this paper. The PME concept is displayed on FIGURE 1.

The issue central to either a formative or summative evaluation methodology lies in the question, "What evidence is acceptable as completion of goals and objectives?" As the PME methodology moves through various stages of sophistication, it is important to keep the process simple enough to understand. The model for evaluating the extent to which the College reaches stated goals and objectives is displayed in FIGURE 2. The model consists of the gist of the seven aggregate goal statements down the vertical axis and time arrayed along the horizontal axis with broader lines separating biennia. During 1977-78 and 1978-79, the College developed the first two components of the PME system and began to analyze data in a more systematic way.[1] The first summative evaluation was completed at the end of the 1979-80 year.

The format was kept simple for evaluating institutional and departmental goals and objectives during the first year of a summative evaluation. The gist of each goal and objective statement was listed in a vertical column with space to rate the extent to which 1979-80 goals and objectives were achieved through a scale of 0 to 5 with 0 as unknown and 5 as outstanding. Persons having primary responsibility for institutional goals and objectives were asked to rate the extent to which goals and objectives were achieved. Appendix C contains an evaluation format for the College.

FIGURE 6 THE PLANNING, MANAGEMENT, EVALUATION CONCEPT



A COMPREHENSIVE PLANNING, MANAGEMENT AND EVALUATION (PME) SYSTEM

	Goal Categories	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
01	Mission Attainment						
02	Functional Relationships						
03	Qualitative Improvements						
04	Market Analysis						
05	Professional Growth						
06	Public Relations						
07	Funding Sources						

The June 1979 edition of goals and objectives contained the following statements under GOAL 1 - Mission Attainment:

GOAL 1 It is the goal of NCTC to assess continually the impact of its mission on the College's publics within the Technical College District.

OBJECTIVES

In concert with the Board of Trustees:

1. To review the mission statement in light of contemporary needs.
2. To rewrite the mission statement, if needed, in light of that review.
3. To promote understanding of the mission statement within the college and incorporate its implications in the Planning, Management and Evaluation System.
4. To develop a mechanism to share with various publics the mission statement.
5. To specify a means to facilitate mission attainment. This would include annual review of mission statement when planning assumptions are reviewed and before dollars are assigned to goals and objectives.
6. To develop a means to evaluate mission attainment.

Beginning in spring of 1979, the College began a self-study as a part of the accreditation process for the North Central Association of Colleges and Schools. As a part of that process, the College reviewed and rewrote its mission statement; the Board of Trustees adopted the revised mission statement on May 23, 1979. Thus, Objectives 1 and 2 do not appear in the June 1980 edition. In an effort to promote understanding of the mission statement within the College, the revised mission statement was reviewed at departmental meetings in spring and fall of 1979 and published in the October 1979 issue of Challenge, an "internal" newsletter. Thus, persons with responsibility for achieving institutional goals and objectives would rate objectives 1 and 2 with a "5" and objective 3 with some appropriate score and possibly make selected comments.

This format was used to evaluate the extent to which goals and objectives were reached at all levels through the institution. Appendix D contains an evaluation format for (1) the Secretarial Science Program, (2) the Director of the Business Division, and (3) the Vice President for Academic Affairs. Assumptions on which to base subsequent planning and goals and objectives for each technology program were developed, for the most part, with the assistance of Program Advisory Committees. The method of evaluation described above is essentially "internal" to the College. This method could be expanded to include broader representation from the College's community or publics.

IMPORTANCE OF THE STUDY

During recent years Americans have become concerned about the "return" on their investment in the college experience. Demands for accountability from tax payers, primarily through state legislatures, and the rising cost of tuition provide cause to ask, "Is support of postsecondary education worth the time and money in terms of the individual and value added to society?"

Postsecondary education at one time stood as the giant oak as the primary source of knowledge/information generation and transmission. Postsecondary education had exclusive right on a monopoly. Since an early study published in 1961 by the American Council on Education, business and industry has become involved in education and training in a big way.[2] An article in the October 1978 issue of the American Association of Higher Education Bulletin[3] begins as follows:

> An extensive education and training system exists in private industry and government. The National Conference Board, for example, reports that in the single recession year of 1975 the nation's 7,500 largest private employers spent over $2 billion on employee education--as much as the recent annual totals of all contributions from all sources to colleges and universities. And while college and university-based education is stabilizing and/or declining, the training and development sector in business, industry, and government is expanding rapidly.
>
> Several years ago Kenneth Boulding gave us a warning by drawing an analogy between higher education and that other industry in decline--the railroads. The problem, he said, was that railroad managers did not view themselves as part of a larger transportation system, but simply as manager of an isolated segment, the railroads.

An article in The New York Times[4] begins as follows:

> Last year the American Telephone and Telegraph company spent $700 million on education programs for its employees, or more than three times the $213 million annual budget of the Massachusetts Institute of Technology.
>
> Sixteen courses run by McGraw-Hill for its employees have been approved for college credit by the New York State Department of Education. At Honeywell, Inc., in Minneapolis more than 3,500 employees enrolled this year in 183 courses ranging from solar heating and cooling to women in business.

The introduction to an article in the May 1980 issue of the Training and Development Journal[5] is as follows:

> Industry spends on employee education more than six times the amount appropriated by all the states for all of higher education! If money is power, then industry occupies a power position in continuing education.
>
> Industry is not only a major consumer of continuing education provided by others, it is also a major provider of continuing education, with large "in-house" training staffs and facilities. If competition is conflict, then industry is a source of conflict in continuing education, competing directly with other providers and pitting provider against provider as bidders for its continuing education dollars.
>
> Robert Kost points out that industry's principal objective in continuing education is pragmatic: Continuing education should provide skills and knowledge that will improve employees' capabilities and be reflected in the quality of their performance and in their productivity. But industry is not so pragmatically profit-oriented that its concept of continuing education is totally restricted to task-related training; there is considerable support for Quality of Work Life programs, and the liberal arts as well as industrial arts.
>
> Industry, Kost says, wants to cooperate with educational institutions, yet is not receiving the response it expects from academic sources, which is surprising in view of the widely-held assumption that such sources are securing college-credit equivalents, and some programs are even securing degree-granting accreditation.

Several researchers have presented data about the benefits of college for individuals and the returns to society in general.[6] The research evidence indicates clearly that the college experience raises your level of knowledge and cognitive powers; increases personal self-discovery and psychological well-being; enhances traits such as adaptability; and positively affects your earning ability. The research evidence indicates the college experience makes you more careful in child raising, more efficient consumers, better users of leisure time, and healthier. The research also indicates that the college experience contributes to greater interest in politics and community affairs, that it helps to produce more responsible citizens and provides professional leaders who improve social conditions.

Research and evaluation must, however, go beyond the benefits of college for

individuals and include more in the way an institution or system impacts upon the quality of life in a region or state. This point is made in a recent labor-backed study that contends that an epidemic of plant shutdowns is sweeping the nation, with companies moving factories and leaving behind a trail of human and community devastation. The study reports that between 1969 and 1976, plant shutdowns and relocations eliminated 15 million jobs and created 16.4 million new ones, a slight net increase overall.[7] The new jobs on an average, however, were lower-paying and in different regions of the country and did not go to the people who were left unemployed by shutdowns in the first place.

In summary, the future of any institution, particularly postsecondary education, rests on the degree to which it meets the needs of the society of which it is a part. As society changes, so must higher education change. If postsecondary education is to remain viable in the years ahead, it must develop models which demonstrate clearly the returns to society for its investment in the higher education corporate enterprise. The research designs and methodologies must go beyond the benefits to individuals and must include measurements of casual relationships of "significant differences" between resources (treatments) and changes in the quality of life.[8] Furthermore, the models must include a clear demonstration of the benefits of collegiate and private and public sector interagency cooperation.[9] The process of diagnosing societal needs, translating selected societal needs into institutional goals and objectives, and evaluating the extent to which an institution reaches stated goals and objectives is but one small step in that grand design.

FOOTNOTES

1 Warren H. Groff and Robert B. Fox, "Data as an Institutional Resource in a Planning, Management, and Evaluation System", a paper presented at College and University Systems Exchange, December 15, 1978. (Published in Proceedings and July 1979 issue of CAUSE/EFFECT)

Warren H. Groff and Robert B. Fox, "Key Data Elements in a Planning, Management and Evaluation Syllogistical Mode, a paper presented at the 25th Annual College and University Machine Records Conference, May 4-7, 1980. (Published in 1980 Conference Proceedings).

2 Oscar N. Serbein, Educational Activities of Business (Washington, D.C.: American Council on Education, 1961).

3 Carolyne Davies and Austin Dougherty, "Our 14,000 Colleagues in Business, Industry and Government," AAHE Bulletin, October 1978, p. 7.

4 Stan Luxenberg, "Business Is Big In Education, Too," The New York Times, January 7, 1979, Section 13, p. 15.

5 Robert J. Kost, "Competition and Innovation in Continuing Education," Training and Development Journal, May 1980, pp. 48-67.

6 Howard R. Bowen, Investment In Learning (San Francisco: Jossey-Bass, Inc., 1977).

Herbert H. Hyman and Charles R. Wright, Education's Lasting Influence on Values (Chicago: The University of Chicago Press, 1979).

7 Barry Bluestone and Bennett Harrison, Capital and Communities: The Causes and Consequences of Private Disinvestment (Washington, D.C.: The Progressive Alliance, 1980). Also, News Journal, April 13, 1980, p. 5-A.

8 Eva L. Baker, New Directions In Evaluation Research: Implications for Vocational Education (Columbus, Ohio: The National Center for Research in Vocational Education, 1979).

9 Lewis D. Patterson, Benefits of Collegiate Cooperation (University, Alabama: Council for Interinstitutional Leadership, 1979).

APPENDIX A

Functions of Ad Hoc Committee on Program Flexibility:

1. To list and describe the alternative way NCTC can package the program it offers now and is most likely to offer in the near future.

2. To inventory the ways NCTC packages its programs at the present time.

3. To analyze critically the effect alternative ways for packaging the curriculum would have on (a) instructional effectiveness and (b) budget.

4. To make recommendations about future action and direction relative to packaging NCTC programs. This includes not only the substance of packaging format but also the way the idea(s) would be "marketed" by faculty in concert with appropriate administrative support personnel such as admissions.

5. To draft a tentative policy on program flexibility.

Functions of Ad Hoc Committee on Student Retention:

1. To inventory the methods, procedures, policies, etc. currently being used in student retention.

2. To explore and provide information relative to the development of an early warning system NCTC can use to detect when persons are experiencing difficulty in not reaching their stated goals.

3. To examine peer counseling programs that could be used to assist students.

4. To make recommendations concerning the development of retention programs.

5. To make recommendations about future action and direction concerning retention.

Functions of Ad Hoc Committee on Student Advising System:

1. To identify the objectives of a student advising system.

2. To make recommendations as to the structure of a student advisory system.

APPENDIX B

GOAL 1. It is the goal of NCTC to assess continually the impact of its mission on the college's publics within the Technical College District.

DISCUSSION

Because of forces such as (1) the need to develop quality postsecondary education programs, (2) the need to extend the opportunity to learn throughout a lifetime, (3) the need to make education more person-centered through individualization, and (4) the need to relate the world of work with the world of education, it is essential for North Central Technical College to review its mission statement in light of contemporary needs and specify more clearly whether or not and the extent to which the college should (1) be a catalyst for community revitalization, (2) participate in corporate training needs diagnosis and programming, (3) engage in technology transfer service, (4) be responsive to cultural and social needs of the community, (5) define more clearly levels and role of occupational education, and (6) provide career life planning and clearinghouse services, (7) review the balance between general education and technically oriented courses.

OBJECTIVES

In concert with the Board of Trustees:

1. To review the mission statement in light of contemporary needs.
2. To rewrite the mission statement, if needed, in light of that review.
3. To promote understanding of the mission statement within the college and incorporate its implications in the Planning, Management and Evaluation System.
4. To develop a mechanism to share with various publics the mission statement.
5. To specify a means to facilitate mission attainment. This would include annual review of mission statement when planning assumptions are reviewed and before dollars are assigned to goals and objectives.
6. To develop a means to evaluate mission attainment.

GOAL 2. It is the goal of NCTC over the next six years to pursue functional relationships with a broad variety of agencies and institutions.

DISCUSSION

NCTC is a "free standing" institution of higher education with a nine member board of trustees, an integral componet of the Ohio Board of Regents state system of higher education. NCTC's role is to provide quality occupationally oriented education programs for "middle manpower" positions, positions requiring education and training beyond high school but not to the level of the baccalaureate degree. As such, NCTC must establish and maintain functional relationships with a variety of agencies and institutions. Articulation must occur between NCTC and the secondary schools, baccaulaureate programs, other two-year institutions, and business and industry.

NCTC, however, is not an island in a sea of tranquility. Its role goes beyond manpower productions and extends to impacting upon the social context in which it exists. A college is by no means the only "higher education" agency in a particular area. "Higher education" is not the exclusive domain of a college. There are many agencies that in one way or another consciously expand people's awareness about compelling social issues. A college has a role in providing a forum for dealing with tehse issues in the context in which it exists. It has a role as a clearinghouse, a screening of a consortium of ideas, through some mechanism, possible a "Congress of Educational Councils."

OBJECTIVES

1. To identify agencies and organizations with which NCTC should have functional relationships - school systems, business and industry, service-oriented organizations, and accreditation associations.
2. To develop policy and procedures to provide guidance in pursuing functional relationships.
3. To specify strategy for pursuing a positive functional relationship with selected organizations.

There are three primary administrative functions - planning, management, and evaluation. Planning is the ongoing process by which an institution reaffirms its mission and establishes its derivative goals and objectives. The process has a focus on designing and shaping the future as opposed to merely changing. A product of the planning process is a multiyear blueprint of activities and events to move from one point to another in pursuit of goals and objectives. Management refers to organizing, directing, and controlling of activities and events. Evaluation is the process of "assessing the actual performance of the institution, as weighed against the intended outcome and measurable objectives."[4] The means to accomplish this goal is a team leadership, broad based participatory mode of planning and management.

OBJECTIVES - ACADEMIC PROGRAMS

1. To review periodically, in concert with program advisory committees, curriculum content and content format.

2. To explore alternative teaching strategies and techniques as a result of a diagnosis of learning style preferences of NCTC clients and a diagnosis of teaching strategies used presently.
3. To examine alternative ways for evaluating competencies gained from learning experiences within and outside the NCTC context.
4. To set minimum competency standards for certificate and associate degree programs.
5. To identify interdisciplinary considerations such as ways technology programs can complement each other.

OBJECTIVES - STUDENT SERVICES

1. To define the meaning of comprehensive services for each service area in light of an open admissions policy, changing nature of clients, and equal educational opportunity.
2. To assess institutional readiness in relationship to the above definitions for each service area.
3. To diagnose needs of students in relationship to each service area.
4. To link institutional resources to diagnosed student needs.

OBJECTIVES - INSTITUTIONAL MANAGEMENT

1. To involve the college in the design and implementation of a Planning, Management, and Evaluation (PME) system.
2. To promote a team leadership participatory mode of planning for and managing the institution.
3. To review institutional policies, functions, organizational structure, decision-making processes, and procedures.[5]
4. To define quality and specify a means (a) to assess the extent to which students reach stated educational goals and (b) to assess program and institutional quality.

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[4] Gerald L. McManis and L. James Harvey, Planning, Management, and Evaluation Systems in Higher Education (Littleton, Colorado: Ireland Educational Corporation, 1978), p. 6.

[5] This objective includes a critical analysis of load, development of guidelines for a salary schedule for all classifications of personnel, and specification of a time-line for moving persons to that schedule.

GOAL 5

It is the goal of NCTC to diagnose need for and design programs of professional development for faculty, staff and administration.

DISCUSSION

Factors contributing to the need to conduct programs of professional development include (a) the rapid rate of change of technology, (b) the changing nature of clientele, (c) developmental stages of program and professional growth, (d) the need to reduce the overlap between competencies gained outside the NCTC context and the NCTC higher education experience, (e) differing abilities and preferences of client learning modalities and (f) recognition of the concept of lifelong learning. Instructional effectiveness and productivity includes dimensions of program flexibility such as granting academic credit for experiential learning, independent study, self-paced instruction, off campus instruction, modularization, and contract learning. To conceive of our educational programs within a lifelong frame of reference with a "step in-step out" mode between the world of work and the world of education and to shift from a time-dependent curriculum format to a curriculum related to levels of competency in reference to designated bodies of knowledge and sets of skills is no less challenging than landing man on the moon and returning him safely to earth.

OBJECTIVES

1. To diagnose the need for professional development in areas of:
   a. Discipline content, teaching strategies and testing methods;
   b. Stages of development and means for assessing professional growth
   c. Assessing instructional competencies
   d. Planning and management skills
2. To develop professional development programs resulting from the diagnosis
3. To provide resources to reach professional development goals and objectives

GOAL 7. It is the goal of NCTC to develop and utilize alternative funding sources.

DISCUSSION

The problems of higher education in the United States have become compelling. There are problems of fluctuations in demand for types of college-education persons, inequality of opportunity, and tight funding. In addition, there are allegations that the modern collegial context has caused the disappearance of the statesman leader in preference to the institutional manager at the very time that higher education must compete for limited resources with other worthy causes.[1]

1. Will qualititively superior programs be beyond the present funding sources?
2. Will NCTC continue to receive present level of financial support from existing funding sources?
3. What is the competition?
4. To what extent and with what limits should present resources be used to subsidize non or limited revenue generating programs?
5. To what extent should current resources be used to pursue alternative funding sources?
6. To what extent are we using present revenue sources to the fullest extent?

OBJECTIVES

1. To specify resource requirements to meet goals and objectives over a multi-year time-line.
2. To examine alternative funding sources such as federal government programs, foundations, and county tax levy and analyze the implications for pursuing each alternative.
3. To create policy and procedures and methods for pursuing grantsmanship.
4. To incorporate grant management into the on-going procedures of the college.

[1] The Chronicle of Higher Education, February 28, 1977.

APPENDIX C

EVALUATION FORMAT

Institutional Goals and Objectives

Please rate the extent to which the 1979-80 goals and objectives have been met using the following scale:

5 - Outstanding, far exceeds reasonable expectations
4 - Good, usually exceeds reasonable expectations but is not really outstanding
3 - Satisfactory, always meets reasonable expectations and occasionally exceeds them
2 - Doubtful, in general meets reasonable expectations but occasionally falls short
1 - Unsatisfactory, often falls short of reasonable expectations
0 - Unknown or non applicable

Goals and Objectives	5	4	3	2	1	0
1.0 MISSION ATTAINMENT						
1.1 Review mission statement	—	—	—	—	—	—
1.2 Rewrite mission statement	—	—	—	—	—	—
1.3 Promote internal understanding of the mission statement	—	—	—	—	—	—
1.4 Share mission statement with various publics	—	—	—	—	—	—
1.5 Specify means for mission attainment	—	—	—	—	—	—
1.6 Develop means to evaluate mission attainment	—	—	—	—	—	—

Comments:

2.0 FUNCTIONAL RELATIONSHIPS						
2.1 Identify agencies and organizations	—	—	—	—	—	—
2.2 Develop policy and procedures	—	—	—	—	—	—
2.3 Specify strategy for pursuing positive relationships	—	—	—	—	—	—

Comments:

		5	4	3	2	1	0
3.0	QUALITATIVE IMPROVEMENTS						
	Academic Programs						
3.1	Curriculum content and format	—	—	—	—	—	—
3.2	Teaching strategies and techniques	—	—	—	—	—	—
3.3	Evaluating competencies gained within and outside the NCTC context	—	—	—	—	—	—
3.4	Set minimum competency standards	—	—	—	—	—	—
3.5	Interdisciplinary considerations	—	—	—	—	—	—
	Student Services						
3.1	Define each service area	—	—	—	—	—	—
3.2	Assess institutional level of each service area	—	—	—	—	—	—
3.3	Diagnose needs of students in relationship to each service area	—	—	—	—	—	—
3.4	Link institutional resources to diagnosed student needs	—	—	—	—	—	—
	Institutional Management						
3.1	Design and Implementation of PME	—	—	—	—	—	—
3.2	Promote team leadership	—	—	—	—	—	—
3.3	Review institutional policies functions organizational structure decision-making processes procedures	—	—	—	—	—	—
3.4	Define quality and assess it	—	—	—	—	—	—

Comments:

		5	4	3	2	1	0
4.0	MARKET ANALYSIS						
4.1	Specify method of market analysis	—	—	—	—	—	—
4.2	Program development in relation to need	—	—	—	—	—	—
4.3	Promoting courses and programs	—	—	—	—	—	—
4.4	Analyze students by school district	—	—	—	—	—	—
4.5	Identify non-traditional students	—	—	—	—	—	—
4.6	Strategies to penetrate markets	—	—	—	—	—	—
4.7	Strategies to assist organizations diagnose training needs	—	—	—	—	—	—

Comments:

5.0	PROFESSIONAL GROWTH						
5.1	Diagnose need for professional development	—	—	—	—	—	—
5.2	Develop appropriate programs	—	—	—	—	—	—
5.3	Resources						
	a. Minigrants						
	b. Consultants						
	c. Seminars and workshops						
	d. Membership in professional organizations	—	—	—	—	—	—

Comments:

		5	4	3	2	1	0
6.0	PUBLIC RELATIONS						
6.1	List College's major publics	—	—	—	—	—	—
6.2	Ways to communicate with College's publics	—	—	—	—	—	—
6.3	Policy and procedures for systematic cultivation	—	—	—	—	—	—

Comments:

7.0	FUNDING SOURCES						
7.1	Resource requirements to meet goals and objectives over multi-year time-line	—	—	—	—	—	—
7.2	Examine alternative funding sources	—	—	—	—	—	—
7.3	Pursuing grantsmanship	—	—	—	—	—	—
7.4	Grant management	—	—	—	—	—	—

Comments:

APPENDIX D

EVALUATION FORMAT

Goals and Objectives of Academic Support (3010 and 3520)

Please rate the extent to which the 1979-80 goals and objectives have been met using the following scale:

5 - Outstanding, far exceeds reasonable expectations
4 - good, usually exceeds reasonable expectations but is not really outstanding
3 - Satisfactory, always meets reasonable expectations and occasionally exceeds them
2 - Doubtful, in general meets reasonable expectations but occasionally falls short
1 - unsatisfactory, often falls short of reasonable expectations
0 - unknown or non applicable

Goals and Objectives	5	4	3	2	1	0
01.00 MISSION ATTAINMENT						
01.1 Promote internal understanding of the mission statement	___	___	___	___	___	___
01.2 Share mission statement with various publics	___	___	___	___	___	___
01.3 Specify means for mission attainment	___	___	___	___	___	___
01 4 Develop means to evaluate mission attainment	___	___	___	___	___	___
Comment:						
02.00 FUNCTIONAL RELATIONSHIPS						
02.1 Presecondary education	___	___	___	___	___	___
02.2 Joint programming with other educational institutions	___	___	___	___	___	___
02.3 Articulation with postsecondary education	___	___	___	___	___	___
02.4 Graduate courses on campus	___	___	___	___	___	___
02.5 OOTC Council of Instructional Officers	___	___	___	___	___	___
02.6 Business and industry	___	___	___	___	___	___
Comment:						
03.00 QUALITATIVE IMPROVEMENTS						
03.1 Content (single course, sequence of courses, a complete program)	___	___	___	___	___	___
03.2 Method of delivering content (teaching and learning styles)	___	___	___	___	___	___
03.3 Evaluating student acquisition of knowledge and skills	___	___	___	___	___	___
03.4 Setting minimum competency standar[illegible] including conversion to the metric system	___	___	___	___	___	___
03.5 Academic service	___	___	___	___	___	___
03.6 Program advisory committees	___	___	___	___	___	___
03.7 Comprehensive institutional planning	___	___	___	___	___	___
03.8 Team leadership participatory process of management	___	___	___	___	___	___
03.9 Communications	___	___	___	___	___	___
Comment:						

Goals and Objectives (continued)	5	4	3	2	1	0
04.00 MARKET ANALYSIS						
04.1 Review needs analysis studies	—	—	—	—	—	—
04.2 Analyze methods for determining training needs	—	—	—	—	—	—
04.3 Systems approach to program development	—	—	—	—	—	—
04.4 Protocol for deve oping new programs	—	—	—	—	—	—
04.5 Market services	—	—	—	—	—	—
Comment:						
05.00 PROFESSIONAL GROWTH						
05.1 Content in a discipline(s) or technology	—	—	—	—	—	—
05.2 Teaching method	—	—	—	—	—	—
05.3 Testing student achievement	—	—	—	—	—	—
05.4 Stages of adult and career development	—	—	—	—	—	—
05.5 Advising and counseling students	—	—	—	—	—	—
Comment:						
06.00 PUBLIC RELATIONS						
06.1 List college's publics	—	—	—	—	—	—
06.2 Examine alternative ways to communicate with various publics	—	—	—	—	—	—
06.3 Specify policy and procedures for positive image building	—	—	—	—	—	—
Comment:						
07.00 GRANTSMANSHIP						
07.1 Goals relating to grantsmanship	—	—	—	—	—	—
07.2 Clearinghouse for program information	—	—	—	—	—	—
07.3 Proposal preparation	—	—	—	—	—	—
07.4 Coordinate submission of proposals	—	—	—	—	—	—
Comment:						

EVALUATION FORMAT

Goals and Objectives, Academic Support, 1810

Please rate the extent to which the 1979-1980 goals and objectives have been met using the following scale:

5 - outstanding, far exceeds reasonable expectations
4 - good, usually exceeds reasonable expectations but is not really outstanding
3 - satisfactory, always meets reasonable expectations and occasionally exceeds them
2 - doubtful, in general meets reasonable expectations but occasionally falls short
1 - unsatisfactory, often falls short of reasonable expectations
0 - unknown or non-applicable

GOALS		5	4	3	2	1	0
1	MISSION ATTAINMENT						
1.1	To assist each Business Department to identify their particular goals and objectives as they relate to the college.	___	___	___	___	___	___
1.2	To develop a clear understanding of NCTC's mission to all the publics it serves.	___	___	___	___	___	___
2	FUNCTIONAL RELATIONSHIPS						
2.1	To develop functional relationships and operational agreements with secondary and post-secondary institutions.	___	___	___	___	___	___
2.2	To examine ways to cooperate with business and industry in order to bring the real world of work more into the mainstream of our educational life.	___	___	___	___	___	___
2.3	To provide leadership primarily through OVA to develop a clearer understanding of technical education.	___	___	___	___	___	___
2.4	To develop academic programs (both credit and non-credit) business and industry which will meet their training needs.	___	___	___	___	___	___
2.5	To build the Business Division image within the institution as well as in the community it serves.	___	___	___	___	___	___
2.6	To develop viable business advisory committees that will become directly involved in the educational process.	___	___	___	___	___	___
3	QUALITATIVE IMPROVEMENTS						
3.1	To assist faculty in concert with Advisory Committees to review curriculum content and format.	___	___	___	___	___	___
3.2	To bring greater continuity between the day and evening programs.	___	___	___	___	___	___

		5	4	3	2	1	0
3.3	To encourage a broad based team leadership participatory process of management which involves faculty in the decision making process.	—	—	—	—	—	—
3.4	To objectively evaluate all facets of the Business Division as it relates to the mission and philosophy of the College.	—	—	—	—	—	—
3.5	To provide leadership in the recruitment and retention of quality faculty.	—	—	—	—	—	—
3.6	To develop a more comprehensive and effective scheduling procedure.	—	—	—	—	—	—
3.7	To relate dollars to goals and objectives through a budget process that considers student, faculty and community needs.	—	—	—	—	—	—
3.8	To pursue academic service responsibilities as they relate to (a) the Learning Resource Center, (b) Audiovisual Center, and (c) the Educational Enrichment Laboratory.	—	—	—	—	—	—
4	MARKET ANALYSIS						
4.1	To develop and refine existing marketing techniques.	—	—	—	—	—	—
4.2	To determine, through market analysis, whether the business division is meeting the educational requirements of the community it serves.	—	—	—	—	—	—
5	PROFESSIONAL DEVELOPMENT						
5.1	To develop and motivate faculty to their fullest potential.	—	—	—	—	—	—
5.2	To provide all faculty (day and evening) with instruction in methodology and encourage innovative teaching techniques.	—	—	—	—	—	—
5.3	To aid faculty to develop programs which improve their knowledge about how to evaluate student achievement.	—	—	—	—	—	—
5.4	To encourage faculty to upgrade skills.	—	—	—	—	—	—
5.5	To develop programs that assist faculty to advise and counsel students.	—	—	—	—	—	—
5.6	To develop and enlarge personal skills as well as to acquire a better understanding of today's academic and business environment in order to provide the leadership and guidance necessary to develop the Business Technologies.	—	—	—	—	—	—
5.7	To identify and develop those faculty that have administrative skills so that they can eventually assume the position of Director of the Business Division.	—	—	—	—	—	—

		5	4	3	2	1	0
6	COMMUNICATIONS						
6.1	To strive for efficient and effective communication with faculty between faculty as well as with all other areas of the College.	—	—	—	—	—	—
6.2	To objectively listen and constructively participate in the Academic Council proceedings.	—	—	—	—	—	—
6.3	To support and encourage interested faculty to participate on Ad-Hoc Committees.	—	—	—	—	—	—
6.4	To develop an on-going public relations program with relevant external publics.	—	—	—	—	—	—
6.5	To be accessible to faculty, students, and administration.	—	—	—	—	—	—
6.6	To facilitate flow of information from administration to faculty and students and vice versa.	—	—	—	—	—	—
6.7	To be sensitive to and aware of student and faculty concerns and needs and be prepared to take steps to resolve differences or head off impending problems.	—	—	—	—	—	—
6.8	To be aware of the secretarial staff needs and concerns and be prepared to expeditiously facilitate all office matters.	—	—	—	—	—	—
7	FUND SOURCES						
7.1	To attend grantsmanship workshops.	—	—	—	—	—	—
7.2	To develop external interest in student scholarships.	—	—	—	—	—	—
7.3	To support and participate in developing worthwhile funding proposals.	—	—	—	—	—	—

EVALUATION FORMAT

Goals and Objectives, Secretarial Science, 1813

Please rate the extent to which the 1979-1980 goals and objectives have been met using the following scale:

5 - outstanding, far exceeds reasonable expectations
4 - good, usually exceeds reasonable expectations but is not really outstanding
3 - satisfactory, always meets reasonable expectations and occasionally exceeds them
2 - doubtful, in general meets reasonable expectations but occasionally falls short
1 - unsatisfactory, often falls short of reasonable expectations

GOALS	5	4	3	2	1	0
1. Mission Attainment						
1.1 To develop a better understanding of the mission of technical education and relate this philosophy to the teaching process.						
1.2 To develop a better understanding of NCTC's statement of mission and essential purposes.						
2. Functional Relationships						
2.1 To assist in the development of functional relationships with the various community agencies and organizations to broaden the scope of the secretarial department						
2.2 To assist in the improvement of communication between NCTC and the community						
3. Qualitative Improvements						
3.1 To review and improve curriculum content and format in concert with the secretarial advisory committee.						
3.2 To provide proficiency measurements which will allow flexibility in the completion of the curriculum toward a degree.						
3.3 To review the secretarial curriculum for the purpose of determining the need for self-directed learning programs.						
3.4 To explore the possibility of offering options to the two-year associate degree for students having diversified career goals.						
3.5 To develop objective means for identifying areas in which the secretarial students could be aided by developmental education						

3.6 To participate at NCTC in the comprehensive institutional planning, team leadership participatory process of management, academic administration, budgeting process, evaluation of progress, and faculty recruitment.

3.7 To improve all internal communication related to the secretarial department.

3.8 To assist in the development and maintenance of an active, effective secretarial advisory committee.

3.9 To improve the quality of the secretarial instructional program by providing all equipment and instructional supplies which can be effectively used in laboratories, library, the EEL lab, and the audiovisual center.

4. MARKET ANALYSIS

4.1 To assist NCTC in its efforts to market the services of the institution, particularly as those services relate to the secretarial department.

5. PROFESSIONAL GROWTH

5.1 To improve the current level of instructional effectiveness through the continuing professional education and experience of the faculty.

5.2 To continue to work with various educational and professional associations to keep up to date on methods and trends, especially as they relate to the secretarial field.

5.3 To encourage the students in the secretarial department to develop a professional attitude toward the secretarial field.

6. PUBLIC RELATIONS

6.1 To present a positive image of NCTC to the College's various publics

7 GRANTSMANSHIP

7.1 To pursue grantsmanship through developing proposals when specific goals and objectives of the secretarial department would deem such to be necessary.

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